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| **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure. | | **Got It:** Student essentially understands the target concept. | |
| 1. **Demonstrates Minimal Success**   **(0-1 point)**  The task is attempted and some mathematical effort is made.  There may be fragments of accomplishment but little or no success.  Further teaching is required. | 1. **Performance Below Standard**   **(2-3 points)**    Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding.  Further teaching is required. | 1. **Performance At Standard**   **(4-5 points)**    Student could work to full accomplishment with minimal feedback from teacher.  Errors are minor.  Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | 1. **Achieves Standards at a High Level**   **(6-9 points)**  Strategy and execution meet the content, process, and qualitative demands of the task or concept.  Student can communicate ideas.  May have minor errors that do not impact the mathematics. |
| Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 | | | |